

	2001 Master Plan Principles and Policies	Relevance/Notes
Overarching Principles		
Balance	<ul style="list-style-type: none"> • Cal Poly’s land and resource uses should advance the University’s academic mission. • Planning should consider not only current needs and trends, but also changing academic priorities and new pedagogical techniques. 	
Environmental Suitability and Sustainability	<ul style="list-style-type: none"> • Land uses should be suitable to their locations considering the environmental features of the proposed sites. • Cal Poly should be sustainable with regard to its land and resource planning, site and building design, and operations. • As an important element of Cal Poly’s academic mission, the University should be an exemplar of wise and sustainable land and resource management. 	
Compatibility	<ul style="list-style-type: none"> • Cal Poly should consider potential impacts on surrounding areas, especially nearby single-family residential neighborhoods, in its land use planning, building and site design, and operations. 	
Proximity	<ul style="list-style-type: none"> • In siting new land uses and buildings, functional connections among related activities should be considered, including the nature of activities, “adjacencies” and paths of travel. 	
Green Space	<ul style="list-style-type: none"> • Cal Poly’s scenic setting – a campus surrounded by open spaces -- should be preserved. 	
Community	<ul style="list-style-type: none"> • Cal Poly should continue to develop into a residential campus, where academic facilities, housing, recreation, social places, and other support facilities and activities are integrated. 	
Visual Continuity	<ul style="list-style-type: none"> • Campus buildings should incorporate the best design elements regarding massing, human scale, materials, articulation, architectural interest, and a connection with surrounding urban spaces. 	
Integration (NEW PRINCIPLE)		All aspects of the environment and different settings where learning can and should occur impact the learning experience; the integration of learning across disciplines and throughout the campus is a principle that will help Cal Poly support learning in the 21 st century. [Not expressed that well here – but this may be the level at which we want to have this principle: the whole university as a learning community / space.]

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Academic/Instructional Space Principles and Policies		
Proximity	<ul style="list-style-type: none"> In general, instructional facilities (apart from various outdoor teaching and learning areas and crops science/animal science facilities) should be located within a 10-minute walk of one another in the campus instructional core. 	<ul style="list-style-type: none"> Consider 15-minute diameter –class scheduling implications – see new principle, “Space Utilization and Scheduling.” Cannot realistically separate the campus into districts given student schedules. Look at other large campuses for ideas.
Compactness	<ul style="list-style-type: none"> The instructional core should be reserved primarily for teaching and learning activities (including mixed-use learn-by-doing spaces), faculty offices, and other related support functions, while integrating a network of open spaces for outdoor learning, recreation, and social functions. 	<ul style="list-style-type: none"> Encourage greater density within campus core – Baker Center cited as good example. Emphasize that core must be pedestrian-friendly. Address internal vertical circulation, including bicycle traffic on steeper slopes.
Community	<ul style="list-style-type: none"> Several places within the instructional core should continue to develop into more intense centers of community activities, including but not limited to, a “Learn-by-Doing” commons, the expanded library, the UU and Mustang Way areas. 	<ul style="list-style-type: none"> Explore implications of this principle further to serve students during all the hours that they are not in class or labs Coordinate with ASI planning See “Student Centered ...” below
Critical Size	<ul style="list-style-type: none"> Sites for Outdoor Teaching and Learning (OTL) activities should be “right sized” for best management practices and the most appropriate educational experiences. 	<ul style="list-style-type: none"> Reword all OTL principles to encompass all uses. Determine size as appropriate to pedagogy and learning (mode of instruction). Variety is critical. One size doesn’t fit all. There may be gaps that need addressing. Address size of all academic facilities – e.g., Kennedy Library is too small for present enrollment, let alone future growth. Informal learning spaces e.g. meeting, seminar, conference rooms, are also essential at different sizes.
Investment	<ul style="list-style-type: none"> Cal Poly should evaluate both past investment (such as plants and infrastructure) and the need for future expansion when planning for Outdoor Teaching and Learning activities. 	<ul style="list-style-type: none"> Reword all OTL principles to encompass all uses.
Protection and Management	<ul style="list-style-type: none"> Cal Poly should minimize relocations or disturbances of OTL activities that depend on long-term use of a site for research or related educational purposes, unless other important University goals override. 	<ul style="list-style-type: none"> Reword all OTL principles to encompass all uses.
Continuity	<ul style="list-style-type: none"> In cases where an OTL activity must be relocated, new sites should be identified and replacement facilities developed prior to the move. Locations for OTL activities that are necessarily linked to site-specific biological or geological features that cannot be moved should be protected and appropriately managed. 	<ul style="list-style-type: none"> Reword all OTL principles to encompass all uses.

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Accessibility	<ul style="list-style-type: none"> • Cal Poly should continue recognize OTL as important to the University’s character, history and ongoing mission. • Where practical, OTL sites and facilities should be located near the campus instructional core. • OTL activities that do not require extensive amounts of land should be integrated within the instructional core. • Where OTL activities are located beyond walking distance from the instructional core, alternative transportation for students should be provided. 	<ul style="list-style-type: none"> • Reword all OTL principles to encompass all uses. In particular, accessibility has much broader meaning than in this OTL application from ADA and other uses of the term that acknowledge individuals with different needs. • Address access to remote locations, which are not easily accessible to students without transportation. • Address accessibility for community members (including future learners) – e.g., the need for better way finding, technology could help. • Address accessibility for evening, weekend classes and other uses – e.g., for safety. • Noted that security and accessibility are sometimes at cross purposes. Roles-based access may have a part to play.
Student Centered and Learner Friendly	<ul style="list-style-type: none"> • The campus core should be a mixed-use environment that enables learning and fosters intellectual inquiry through the siting and design of buildings, outdoor spaces, and social places. 	<ul style="list-style-type: none"> • Consider faculty and staff as well – suggests new principle of “Collegiality.” • Consider needs of transfer students (esp. as these may increase) • Explore implications of this principle further to serve students during all the hours that they are not in class or labs • Coordinate with ASI planning, as Union is a study area. • See “Community” above. • Design and locate faculty offices to be student-centered – encourage faculty-student interactions. Building 20A and 180 cited as good examples; Building 192 and Faculty Office buildings cited as bad examples.
Flexibility	<ul style="list-style-type: none"> • Learning spaces should be kept as flexible as possible to ensure viability long into the future considering changes in academic priorities, technology and pedagogy. • A variety of learning spaces should be available to support different types of interactions, e.g. private (individual) study, small groups, large groups, formal and informal meetings. 	<ul style="list-style-type: none"> • Stress flexibility, given how long facilities are expected to last. • Accommodate emerging approaches to teaching and learning.
Redevelopment	<ul style="list-style-type: none"> • Older, inefficient one-story buildings should eventually be redeveloped with multi-story structures and associated open spaces. • No new building with fewer than three stories should be developed in the campus core. 	<ul style="list-style-type: none"> • Consistent with Compactness, see above. • Consider underground as well as above ground construction where appropriate/feasible. • Redevelopment as a sustainable strategy. Maintain or increase natural light, green roofs, sense of place.

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Multidisciplinary Districts	<ul style="list-style-type: none"> The campus should include various “districts” that consolidate and connect related disciplines, rather than distinct areas based on the colleges. Each district should include instructional facilities for a group of related disciplines, general-purpose classrooms, student and faculty research space, offices, and support functions. 	<ul style="list-style-type: none"> Prefer another term to “districts”: “neighborhoods”? Neighborhoods can self-organize around magnets rather than being pre-determined. Can we get some great examples of “neighborhood” strategies to look at together? Remove the term “related” and allow disciplines to develop relationships as appropriate. Expand this concept to multi-use buildings and multi-use neighborhoods or commons, and incorporate co-curricular activities and student services (see the following principle).
Integration of Support Activities	<ul style="list-style-type: none"> The campus core should provide a variety of support service centers where informal learning, interaction and socialization can occur as well as formal instruction. New buildings should integrate these activities within a single structure. 	<ul style="list-style-type: none"> See Multidisciplinary Districts, above. Don’t forget health services which is on the fringes now. Link curricular, co-curricular, advising activities. Food Small neutral zones important as well as big ones like UU and library
Space Utilization and Scheduling (NEW PRINCIPLE)		<ul style="list-style-type: none"> Opening up space assignments (beyond designated disciplinary ‘ownership’ of specific facilities), scheduling (throughout the day and week, including summer), moving away from seat time, and decreasing time to degree were all discussed as ways to serve more students without requiring more capital investment.
Collegiality (NEW PRINCIPLE)		<ul style="list-style-type: none"> Faculty and staff need places to socialize – good locations are near where people naturally travel. Discussion also raised the challenge of funding social spaces and administrative spaces.
Quality of Learning Spaces (NEW PRINCIPLE)		<ul style="list-style-type: none"> The quality of interior space is critical to learning. This includes building floor plans, adjacencies, window views and natural light, lighting, air quality, and sustainability.